# BULLETIN

# OF

# THE STATE TEACHERS COLLEGE

ANNOUNCEMENTS
1950-51

SALISBURY, MARYLAND

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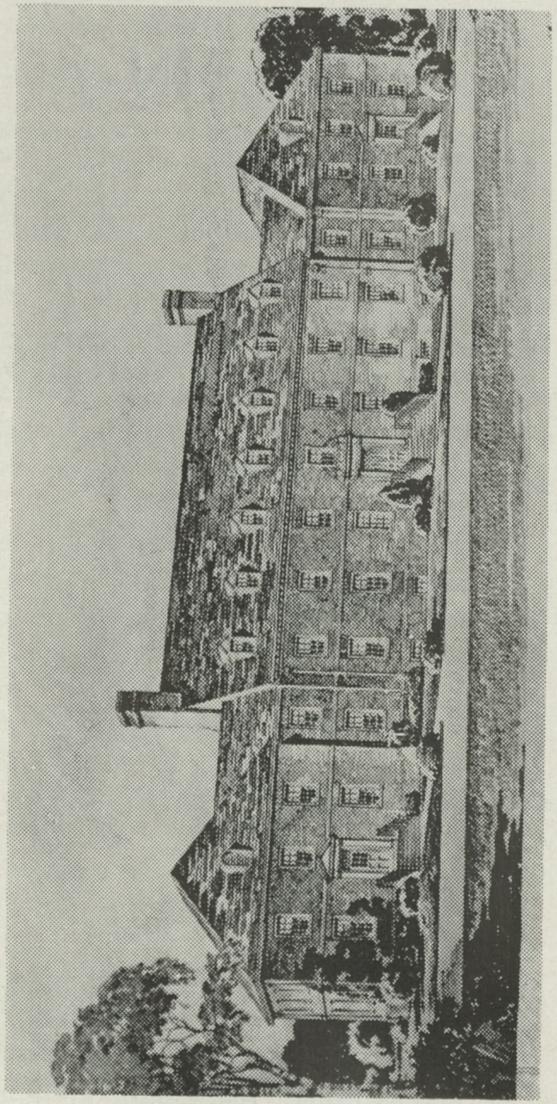

*Men's New Dormitory*

*Social Room*

*President J. D. Blackwell*

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## THE STATE TEACHERS COLLEGE FACULTY

BLACKWELL, J. D. — *President*
B.S., University of Missouri; A.M., Teachers College, Columbia University; Ph.D., The Johns Hopkins University

BOSLEY, HOWARD E. — *Dean of Instruction*
Ed.B., Southern Illinois University; M.A., Ed.D., Teachers College, Columbia University

CARUTHERS, THOMAS J. — *Director of Teacher Education*
B.S., Southeast Missouri State Teachers College; A.M., Teachers Columbia University; Ed.D., New York University

BENNETT, LUCY W. — *Literature, Speech*
A.B., Randolph-Macon Woman's College; A.M., Columbia University

BLACK, MARGARET H. — *Social Director*
A.B., A.M., University of Delaware

BURNET, MACCURDY — *English*
A.B., A.M., University of North Carolina

CAUFFMAN, PAUL F. — *Mathematics*
B.S., State Teachers College, Shippensburg, Pa.; A.M., Lehigh University

FLEMING, A. L. — *Economics, Government, Sociology*
B.S., Middle Tennessee State Teachers College; A.M., George Peabody College for Teachers

FLEMING, JESSIE LAIB — *Music*
B.S., A.M., New York University

FLEMING, MAURICE CARL — *Biological Sciences*
A.B., Western Maryland College; A.M., Teachers College, Columbia University; Ph.D., New York University

FOCHT, JAMES R. — *Supervisor Student Teaching*
B.S., State Teachers College, West Chester, Pa.; M.S., University of Pennsylvania

FRANCIS, MARY LAURA — *Romance Languages*
A.B., University of Delaware; A.M., Ph.D., The Johns Hopkins University

GLENN, JAMES F. — *Chemistry*
A.B., University of North Carolina; M.S., New York University

JAMART, HELEN L. — *Health, Physical Education*
Diploma, Harvard University School of Physical Education

MAGGS, BENN — *Health, Physical Education*
B.S., State Teachers College, East Stroudsburg, Pa.; M.A., New York University

MARTIN, KENNETH R. — *Geography, Geology*
B.S., State Teachers College, Towson, Maryland; M.S., University of Wisconsin

MATTHEWS, ANNE H. — *Supervisor of Student Teaching*
A.B., Colorado State Teachers College; A.M., Teachers College, Columbia University; Ed.D., New York University

MAY, JOHN B. — *Psychology*
B.S., M.S., Ph.D., University of Virginia

PURNELL, HENRIETTA S. — *Art, Industrial Art*
B.S., A.M., Teachers College, Columbia University

THOMAS, IDA BELLE WILSON — *History*
B.S., A.M., Teachers College, Columbia University; Ed.D., New York University

WEAVER, ALLEN DALE — *Physics*
B.S., Knox College; M.S., University of Michigan



## CAMPUS ELEMENTARY SCHOOL

ADDIS, MARGARET E. — *Grade 4*
A.B., Smith College; A.M., Stanford University

BRADY, BERNICE — *Grade 1*
A.B., The University of Iowa; M.S., Oklahoma A. & M. College

HUTTON, A. MARY — *Grade 2*
B.S., State Teachers College, Towson, Md.; A.M., Teachers College, Columbia University

RIALL, PAULINE — *Grades 5 and 6*
B.S., A.M., Teachers College, Columbia University

SEABREASE, WILSIE GRIFFIN — *Grade 3*
B.S., State Teachers College, Salisbury, Maryland

## LIBRARY

CHAIRES, GRACE STRICKLAND — *Librarian*
A.B., Washington College; B.S., Library Science, Drexel Institute; A.M., University of Michigan

COOPER, ANNA JONES — *Library Assistant*
Diploma, State Normal School, Salisbury; Advanced Work, School of Library Science, Columbia University

LEWIS, GLADYS — *Library Assistant*
Diploma, State Normal School, Salisbury

## ADMINISTRATIVE STAFF

BETTS, CHARLES W. — *Principal Account Clerk*

GEBHARDTSBAUER, ROBERT — *Registrar*
A.B., Temple University

GRIFFITH, ROSALIE E. — *Secretary-Stenographer*
A.B., Goucher College

MALLERY, MARGARET W. — *Stenographer-Accounting*

MOORE, THELMA LEE — *Senior Typist*

ROGERS, J. J. — *Superintendent of Buildings and Grounds*

WALLACE, JANE — *Nurse*
R.N., School of Nursing, University of Maryland

WEBSTER, LILLIAN E. — *Dietitian*
B.S., Pennsylvania State College

## DEVELOPMENT OF THE STATE TEACHERS COLLEGE

The State Teachers College at Salisbury was located on the Eastern Shore in response to a long-felt need for a teacher-training institution to care for the educational interests of the section. It has now been serving the people of Maryland since 1925 and is firmly established as an indispensable part of the State's public school system.

The school was authorized by the Legislature in 1922. The Building Commission, then created, selected for the location of the new institution a site containing twenty-nine acres, ideally located, near Salisbury. The school is now within the city limits, being included in the territory annexed by act of the Legislature of 1927. After initiating a building program and completing certain units of the college plant, the Commission went out of existence, and the rest of the building was done under the direction of the State Board of Education.

The college, accredited by The American Association of Colleges for Teacher Education, has developed into a center of educational activities, especially for the Eastern Shore.

## LOCATION OF THE COLLEGE

Salisbury, chosen by the General Assembly of 1922 as the location for the needed new teacher-training institution, is a modern, progressive city, with cultured people who do their part to make life at the State Teachers College pleasant and profitable. Situated at the head of navigation on the Wicomico River, with hard surfaced highways radiating in every direction, Salisbury is easily accessible from all parts of Maryland. Its lakes and river give it a natural setting of rare beauty. Maryland's seaside resort, Ocean City, is only thirty miles away. Wilmington, Philadelphia, and Baltimore are within easy motoring distances. The Pennsylvania Railroad trunk-line from New York to Norfolk and the South passes through Salisbury. De luxe buses run on regular schedule to all parts of the peninsula.

Residents of the Western Shore may select any of five routes to Salisbury: by train via Baltimore and Wilmington; by motor car via Baltimore; Elkton, Maryland; Middletown, Delaware; and Dover, Delaware; via Sandy Point-Matapeake ferry, thence by motor car or Red Star bus to Salisbury; by the Red Star Motor Bus, which furnishes through passenger service from Baltimore to Salisbury by way of the Matapeake ferry; or via All American Airways from Baltimore. Full details concerning schedules will be furnished upon request.

The College is located between Camden Avenue and Salisbury Boulevard at the junction of College and Camden Avenues. The grounds comprise attractive lawns, with flowers, trees, shrubbery, and evergreens, as well as ample playground areas and gardens. A distinctive feature is the athletic field, where training in all forms of sport is given.

## THE COLLEGE PLANT

The entire group of buildings as originally planned is now in use, the final additions having been occupied in the fall of 1932. The buildings comprise the administration building, containing the auditorium, classrooms, gymnasium, offices, and dormitory rooms; the north wing and connecting wing, including the library, little theatre, and faculty offices; and the south wing and connecting wing, containing the social room. dining hall, service room, kitchen, infirmary, visual education room, and the dormitory rooms for students and guests. The laboratory school, comprising four classrooms, library, and teachers' offices, is at the rear of the north wing. The building plan is unique in that every facility is practically under one roof and may be reached without suffering exposure in inclement weather.

## LIVING ACCOMMODATIONS

The State Teachers College at Salisbury has rooms for resident



women students on the second and third floors of the north wing and on the third floor of the administration building. Baths and student's laundries are conveniently located, and each room has a lavatory with hot and cold running water. Each room accommodates two students. Young men students room in homes adjacent to the campus, and take their meals in the college dining hall. A limited number of dormitory rooms for young men have been provided in the south wing of the college building. A mens dormitory is now being constructed.

Students enjoy the comforts and conveniences of a social room and dining hall, which, in their decorations and furnishings, are superior to those found at most similar institutions. Every opportunity is afforded students to enjoy, under helpful and sympathetic guidance, approved social, moral, and religious surroundings. A Student Activities Center is available in the main building.

## ADMISSION REQUIREMENTS

1. GRADUATION FROM AN APPROVED HIGH SCHOOL:

   Graduation from a standard public high school or accredited nonpublic secondary school is required for entrance to the College.

2. RECOMMENDATION BY THE HIGH SCHOOL PRINCIPAL AND BY THE SUPERINTENDENT:

   The recommendation of the principal of the high school from which the applicant has graduated and also the recommendation of the superintendent in whose area the school is located are required.

   Graduates of nonpublic Maryland schools and out-of-State schools who are admitted must have the recommendation of the principal and must have completed a well-organized curriculum totaling 16 units and including the following constants required for graduation from any Maryland public high school:

| *Subject* | *Units* |
|---|---|
| English | 4 |
| Mathematics | 1 |
| Social Sciences, of which 1 unit must be in United States History | 2 |
| Science | 1 |
| Acceptable electives | 8 |
| Total | 16 |

3. SCHOLARSHIP:

The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same and are as follows:

*County students* – The Scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 percent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and of the superintendent of schools.

*Baltimore City students*–The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the Teachers Colleges is that the student must have made an average of 80 percent in the last two years of high school work. Students with averages between 75 and 80 may be considered for admission on the recommendation of the high school principal and the superintendent of schools.

4. HEALTH:

A thorough physical examination by the College physician is required for admission.

5. CITIZENSHIP:

According to a By-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State Teachers Colleges.

6. ADVANCED STANDING:

An applicant for advanced standing who presents a record of honorable dismissal from the college attended may be allowed credit for college work completed in so far as the work approximates courses offered at the Teachers College. No transfer credit will be allowed for courses in which the applicant has made D grades. The advanced standing is provisional until the student has established a satisfactory record in the College.

A transfer student must earn the last year of credit (thirty-two semester hours) at the Teachers College which awards the degree. If the applicant has graduated from a two-or three-



year curriculum at one of the Maryland State Teachers Colleges the requirements may be reduced to not less than two summers of ten weeks each, or one semester. Summer school courses at the College may be counted toward the last year of the requirement for the degree.

7. TRANSFER FROM ONE MARYLAND TEACHERS COLLEGE TO ANOTHER:

A properly qualified student may enter any one of the three Maryland Teachers Colleges, but, when a choice of schools has been made, no transfer to another Maryland Teachers College shall be permitted under any conditions or at any time, except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the State Board of Education. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

## THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student beginning the third year at the State Teachers College must have signed the pledge to teach two years in Maryland immediately following graduation. If only the last year's work is taken at the College, the pledge to teach shall cover one year.

## REQUIREMENTS FOR DEGREES

To qualify for the degree of B.S. in Elementary Education, a student must earn credit for four full years of work, or 128 semester hours, including the following courses:

| *Subject* | *Semester Hours* | |
|---|---|---|
| Art | 6 | 6 |
| Education: | | |
| Educational Psychology | 3 | |
| Elementary School Curriculum Materials and Methods | 11 | |
| History and Philosophy of Education | 3 | |
| Children's Literature | 3 | |
| Directed Teaching | 16 | |
| Principles and Observation | 3 | |
| | | 39 |
| English: | | |
| American Literature | 3 | |
| Composition | 6 | |
| English Literature | 6 | |
| Speech | 3 | |
| | | 18 |
| Geography | 6 | 6 |
| Mathematics | 3 | 3 |

| Subject | Semester Hours | |
|---|---|---|
| Music | 6 | 6 |
| Physical and Health Education | 9 | 9 |
| Psychology and Child Growth | 6 | 6 |
| Science: Physical and Biological Sciences | 14 | 14 |
| Social Sciences: | | |
| History of Europe | 6 | |
| History of the United States | 6 | |
| Elective (required) | 6 | |
| | | 18 |
| Free Electives* | 3 | 3 |
| | | 128 |

To qualify for the degree of B.S. in Junior High School Education, a student must earn 128 semester hours credit, including the following courses:

| | | |
|---|---|---|
| Art | 6 | 6 |
| Education: | | |
| Educational Psychology | 3 | |
| Junior High School Curriculum | 9 | |
| History and Philosophy of Education | 3 | |
| Juvenile Literature | 3 | |
| Principles and Observation | 3 | |
| Directed Teaching | 16 | |
| | | 37 |
| English: | | |
| American Literature | 3 | |
| Composition | 6 | |
| English Literature | 6 | |
| Speech | 3 | |
| | | 18 |
| Geography | 6 | 6 |
| Mathematics | 6 | 6 |
| Music | 3 | 3 |
| Physical and Health Education | 9 | 9 |
| Psychology and Child Growth | 6 | 6 |
| Science, Physical and Biological | 14 | 14 |
| Social Sciences: | | |
| History of Europe | 6 | |
| History of the United States | 6 | |
| Elective | 6 | |
| | | 18 |
| Free Electives* | | 5 |
| Total | | 128 |

* Not more than 9 semester hours in electives will be allowed in any one subject.



## STANDARDS OF WORK

An average of "C" in the four years' work and a grade of "C" or more in directed teaching are required for graduation. No student will be graduated with an "F" semester grade in a required subject. Any student accumulating an "F" semester grade in twelve hours' work will be dropped. Any student who fails to pass the minimum of one half the points for which he completes registration, in any one semester, shall be dropped from the enrollment of the college.

## STUDENT LOAD

Sixteen semester hours consitutes the normal student load for a semester and only upon approval of a faculty committee may the student register for a heavier schedule. No student is permitted to carry more than eighteen hours in any one semester.

Ten semester hours constitutes the normal student load for a ten-week summer session and only upon approval of a faculty committee may a student register for as many as eleven or twelve semester hours.

## EXPENSES

### Tuition for Maryland Students

A uniform fee of $100.00 for tuition for each academic year is charged transfer students at each of the State Teachers Colleges for white students. No tuition is charged students signing the pledge to teach two years following graduation. This amount includes the charges for registration and for health and laboratory services.

### Cost for Maryland Resident Students

The cost for a resident, transfer student for the regular academic year is $316—$216 for room and board, and $100 for tuition. No tuition is charged students signing the pledge to teach two years following graduation. All expenses are payable in two equal installments in advance, $158 on the opening day of each semester.

In addition to this, a $5.00 breakage fee is deposited by each new student. This is refunded when a student graduates or withdraws from the college, if there is no charge against his record.

A student activities fee of $10.00 is collected at the request of the student body and is payable at the time of the fall registration.

All women and a limited number of men resident students are required to live in the dormitories. Desirable rooming facilities for men students are also available in nearby homes. The resident cost is the same for men as for women. All resident students are subject to the disciplinary control of the College.

### Cost for Out-of-State Students

Students who are not legal residents of Maryland and who meet the entrance requirements may be admitted. Such students pay all the fees charged Maryland transfer students plus a surcharge of $100 per academic year.

### Late Registration Fee

Any student who registers after the date of registration named in the calendar is required to pay a late entrance fee of $2.00.

### The Breakage Fee

A breakage or property deposit of $5.00 is required of each student entering the college for the first time. This fee is refunded when the student graduates or withdraws, if he has no charges against his record. In addition to individual breakage charges, there are group losses and breakages which are prorated and charged to the students involved.

### Transcript of Record

One transcript of a student's record will be issued free of charge. A charge of $1.00 is made for a second and each subsequent transcript.

### Summary of Expenses

| | *Semester I* | *Semester II* | |
|---|---|---|---|
| MARYLAND RESIDENTS: | | | |
| Tuition | $ 50.00* | $ 50.00* | |
| Board and room | 108.00† | 108.00† | |
| Athletic fee | 10.00 | | |
| Breakage fee, refundable—all freshmen or new students | 5.00 | | |
| Activities Fee—agreed upon by students | 10.00 | | |
| Totals | $183.00 | $158.00 | $341.00‡ |
| OUT-OF-STATE RESIDENTS: | | | |
| Tuition in addition to fees shown above | $ 50.00 | $ 50.00 | |

### The Activities Fee

On registration day of each academic year every student is required to pay an activities fee of $10.00, and on registration day in the summer session an activities fee of $2.00. This money belongs to the student body and is used for class dues and for furthering such activities as student publications, athletics, dramatics, the band, the student government association, and for financing assembly programs. There will be no refund of the activities fee after the first two weeks following registration.

* Not charged teacher training enrollees, who are Maryland residents.

† If a room reservation fee has been paid, deduct same from this amount.

‡ Textbooks available in bookstore.



### Men Students

Men who register as boarding students are given meals at the college. The college either provides in dormitory or rents for them desirable rooms in nearby homes where, after rigid inspection, conditions are found acceptable for comfortable and convenient living.

## REFUNDS

As a basis for making refunds to students who withdraw, the following plan is used:

DAY STUDENTS:

1. A day student who withdraws within two weeks of his initial enrollment shall have refunded the tuition charge for that semester less $10.00.

2. A day student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund of tuition for the half-semester or half-session in which the withdrawal occurs.

RESIDENT STUDENTS:

1. A resident student who withdraws within two weeks of his initial enrollment shall have refunded the tuition charge for that semester (or whatever amount has been paid by the student) less $10.00; and shall have refunded also the amount paid for board and room minus the charge for one week in excess of his residence at the College.

2. A resident student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund for the half-semester or half-session in which the withdrawal occurs and will be charged for room and board for one week in excess of his residence at the College.

## WHAT STUDENTS SHOULD BRING WITH THEM

Every student must furnish the following for personal use: bedroom slippers with soft heels, toilet soaps, bureau scarfs, blotter for study table, blankets, a cover or spread for the bed, and six all-white table napkins.

For purposes of economy and uniformity in appearance and quality of materials, the college requires all students to purchase regulation athletic uniforms. These are procured by the college, at a minimum cost to the student.

The college furnishes sheets, pillowcases, and towels. Students may bring extra bed linens and blankets if they desire.

## LABORATORY SCHOOL FACILITIES

The State Teachers College at Salisbury has, for its laboratories, one campus and several off-campus elementary and junior high schools. The campus elementary school gives instruction to elementary school children in all grades from one to six, inclusive. Observation and participation by student teachers starts at the beginning of the junior year and continues throughout the year.

The off-campus schools, located in the cities of Salisbury and Princess Anne, give instruction in all grades of the elementary and junior high school. As conditions warrant, other laboratory centers will be established in nearby towns. Student teaching in off-campus schools is done during the senior year.

## LOAN FUNDS

### The Edna M. Marshall Memorial Fund:

The Edna M. Marshall Memorial Fund was established in June, 1935, as a living tribute to the memory of Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933. It may be used only by worthy junior and senior students, and is available to the extent of from $25 to $150 per year. It is administered by a board whose membership includes two alumni and two members of the college faculty.

### Other Funds:

The Samuel Chase Chapter of the Daughters of the American Revolution makes it possible for a limited number of students to secure needed loans at a low rate of interest.

## FOREIGN STUDY SCHOLARSHIP

Since 1949 the Student Government Association of the college has sponsored a fund to assist one upper classman to study in a foreign country each summer. Definite regulations govern the awarding of this honor, which is accompanied by a gift of money, to defray approximately one-half of the total expenses connected with the study. This scholarship, named The Edna M. Marshall Foreign Study Fund, was planned as one means of furthering international understandings.



## FOUR-YEAR CURRICULUM LEADING TO THE B. S. DEGREE IN ELEMENTARY EDUCATION

The completion of the first two years of this curriculum with an average grade of "C" or better will enable a student to enter the two-year professional curriculum at the State Teachers College at Salisbury or to transfer, with junior standing, to most colleges and universities of Maryland and of other states.

### Freshman Year

| First Semester | Sem. Hrs. | Second Semester | Sem. Hrs. |
|---|---|---|---|
| Art 101, Fundamentals of Design | 3 | Music 102, Fundamentals | 3 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| History 101, Early European | 3 | Health Education 102, Physiology | 3 |
| Mathematics 103, Arithmetic | 3 | History 102, Later European | 3 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| Science 101, Biological | 3 | Science 102, Biological | 3 |
| Totals | 16 | Totals | 16 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| Geography 201, Elements | 3 | English 103, Speech | 3 |
| History 201, Early American | 3 | Geography 202, Elements | 3 |
| Physical Education 201 | 1 | Physical Education 202 | 1 |
| Psychology 201, General | 3 | History 202, Later American | 3 |
| Science 201, Physical (Chemistry) | 3 | Science 202, Physical (Physics) | 3 |
| Totals | 16 | Totals | 16 |

### Junior Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Art 301, Fine & Industrial | 3 | Education 302, Art in Elem. School | 1 |
| Education 301, Principles of Teaching and Observation in Elementary School | 3 | Education 308, Music in Elem. Sch. | 1 |
| English 301, American Literature | 3 | Education 310, Reading in Elem. School | 3 |
| Music 301, Literature | 3 | Education 312, Science in Elem. School | 2 |
| Physical Education 301, Methods of Teaching in Elementary School | 1 | Education 314, Social Studies in Elementary School | 2 |
| Psychology 301, Child Growth and Development | 3 | Physical Education 302, Teaching in Elementary School | 1 |
| Totals | 16 | Biology 302, Nutrition | 2 |
| | | Elective | 3* |
| | | Total | 15 |

### Senior Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Education 401, Directed Teaching | 8 | Education 402, Directed Teaching | 8 |
| Education 403, Children's Literature | 3 | Education 404, History and Philosophy | 3 |
| Education 405, Math. in Elem. Sch. | 2 | Education 406, Psychology for El. School | 3 |
| Elective | 3* | Elective | 3* |
| Totals | 16 | Totals | 17 |

* Junior and Senior Electives; 6 semester hours Social Studies; 3 semester open elective. Summary of credits:

Art 6; Education, including Educational Psychology, 39; English 18; Geography 6; Mathematics 3; Music 6; Physical and Health Education 9; Psychology 6; Science 14; Social Studies 18; Elective 3. Total semester hours, 128.

## Open Electives for Juniors and Seniors

| First Semester | Sem. Hrs. |
|---|---|
| Art 202, Composition | 3 |
| Art 403, History | 3 |
| Economics 201, Principles | 3 |
| Economics 401, Conservation | 3 |
| Education 307, Audio-Visual Aids | 3 |
| Education 407, Reading Disabilities | 3 |
| English 403, The Novel | 3 |
| English 404, Play Production | 3 |
| English 405, Shakespeare | 3 |
| Geology 201, Principles | 3 |
| Government 101, American | 3 |
| History 401, American Diplomacy | 3 |
| Music 403, History | 3 |
| Music 405, Recreational | 3 |
| Physical Education 405, Supervised Activities | 3 |

| Second Semester | Sem. Hrs. |
|---|---|
| Art 404, Interior Decoration | 3 |
| Economics 202, Principles | 3 |
| Economics 402, Consumer | 3 |
| English 206, World Literature | 3 |
| English 402, Modern Comparative Drama | 3 |
| English 404, Play Production | 3 |
| Geography 302, Advanced | 3 |
| Health Education 402, The School Child | 3 |
| History 402, International Relations | 3 |
| History 404, History & Geography of Maryland | 3 |
| Hygiene 404, Mental, Personal, & Social | 3 |
| Music 202, Current | 3 |
| Music 402, Creative | 3 |
| Physical Education 406m, Administration & Coaching | 3 |
| Physical Education 404, Folk Dancing and Sports | 3 |
| Psychology 204, Applied | 3 |
| Psychology 206, Social | 3 |
| Sociology 102, American Life | 3 |



## FOUR-YEAR CURRICULUM LEADING TO THE B. S. DEGREE IN JUNIOR HIGH SCHOOL EDUCATION

The completion of the first two years of this curriculum with an average grade of "C" or better will enable a student to enter the two-year professional curriculum at the State Teachers College at Salisbury or to transfer, with junior standing, to most colleges and universities of Maryland and of other states.

### Freshman Year

| First Semester | Sem. Hrs. | Second Semester | Sem Hrs. |
|---|---|---|---|
| Art 101, Fundamentals of Design | 3 | English 102, Composition | 3 |
| English 101, Composition | 3 | Health Education 102, Physiology | 3 |
| History 101, Early European | 3 | History 102, Later European | 3 |
| Mathematics 103, General | 3 | Mathematics 104, Algebra | 3 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |
| Science 101, Biological | 3 | Science 102, Biological | 3 |
| Totals | 16 | Totals | 16 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| Geography 201, Elements | 3 | English 103, Speech | 3 |
| History 201, Early American | 3 | Geography 202, Elements | 3 |
| Physical Education 201 | 1 | History 202, Later American | 3 |
| Psychology 201, General | 3 | Physical Education 202 | 1 |
| Science 201, Physical | 3 | Science 202, Physical | 3 |
| Totals | 16 | Totals | 16 |

### Junior Year

| | | | |
|---|---|---|---|
| Art 301, Fine and Industrial | 3 | Education 304A, The Junior High School Curriculum | 3 |
| Education 301, Principles of Teaching and Observation in Junior High School | 3 | Biology 302, Nutrition | 2 |
| English 301, American Literature | 3 | Education 316, Art in Junior High School | 3* |
| Music 301, Literature | 3 | Education 318, English in Jr. H. S. | 3* |
| Physical Education 301, Methods of Teaching in Junior High School | 1 | Education 320, Science in Jr. H. S. | 3* |
| Psychology 301, Child Growth and Development | 3 | Physical Education 302, Teaching in Junior High School | 1 |
| Totals | 16 | Education 322, Mathematics in Jr. High School | 3* |
| | | Elective | 9* |
| | | Total | 15 |

### Senior Year

| First Semester | | | |
|---|---|---|---|
| Education 401, Directed Teaching | 8 | Education 402, Directed Teaching | 8 |
| Education 304B, The Junior High School Curriculum | 3 | Education 304C, The Junior High School Curriculum | 3 |
| Education 323, Music in Jr. H. S. | 3* | Education 404, History & Philo | 3 |
| Education 325, Physical Education in Junior High School | 3* | Education 406, Psychology | 3 |
| Education 327, Juvenile Literature | 3 | Total | 17 |
| Education 329, Social Studies in Junior High School | 3* | | |
| Elective | 2* | | |
| Totals | 16 | | |

* Junior and Senior Elective; 6 semester hours Social Studies; 5 semester hours open elective.

Summary of Credits: Art 6; Education 37, including Educational Psychology; English 18; Geography 6; Mathematics 6; Music 3; Physical and Health Education 9; Psychology 6; Science 14; Social Studies 18; elective 5. Total semester hours 128.

## Open Electives for Juniors and Seniors

| First Semester | Sem. Hrs. | Second Semester | Sem. Hrs. |
|---|---|---|---|
| Art 301, Fine and Industrial | 3 | Art 404, Interior Decoration | 3 |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| Economics 401, Conservation | 3 | Economics 402, Consumer | 3 |
| Education 323, Music in Junior High School | 3 | Education 307, Audio-Visual Aids | 3 |
| Education 325, Physical Education in Junior High School | 3 | English 206, World Literature | 3 |
| Education 329, Social Studies in Junior High School | 3 | English 402, Modern Comparative Drama | 3 |
| Education 407, Reading Disabilities | 3 | Geography 302, Advanced | 3 |
| English 403, The Novel | 3 | Health Education 402, Health of the School Child | 3 |
| English 404, Play Production | 3 | Health Education 406, First Aid | 1 |
| English 405, Shakespeare | 3 | History 402, International Relations | 3 |
| Government 101, American | 3 | Hygiene 404, Mental, Personal, Social | 3 |
| History 401, American Diplomacy | 3 | Mathematics 202, Integral Calculus | 4 |
| Mathematics 201, Differential Calculus | 4 | Music 202, Current | 3 |
| Music 403, History | 3 | Music 402, Creative | 3 |
| Music 405, Recreational | 3 | Physical Education 406m, Adm. & Coaching | 3 |
| Physical Education 405, Supervised Activities | 3 | Psychology 204, Applied | 3 |
| Geology 201, Principles | 3 | Psychology 206, Social | 3 |
| | | Sociology 102, American Life | 3 |



## TWO-YEAR TRANSFER CURRICULA LEADING TO THE ASSOCIATE IN ARTS DEGREE

The completion of any one of the following curricula with "C" semester grades will entitle a student to the Associate in Arts degree, and enable him or her to transfer to a similar curriculum at other colleges and universities with junior standing in Arts and Science. Select 16-18 semester hours each semester.

### Curriculum B1, Pre-Business Administration Major

#### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Business Administration 101, Organization and Control | 2 | Business Administration 102, Organization and Control | 2 |
| Economics 101, Development | 2 | Economics 102, Development | 2 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| Government 101, American | 3 | Sociology 102, American Life | 3 |
| Mathematics 105, Commercial | 3 | Mathematics 106, Finance | 3 |
| Spanish 101, Beginning | 3 | Spanish 102, Beginning | 3 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| Physical Education 101 | 1 | Physical Education 102 | 1 |

#### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| Economics 203, Introductory Accounting | 4 | Economics 204, Introductory Accounting | 4 |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| English 103, Speech | 3 | Geography 204, Economic | 2 |
| Geography 203, Economic | 2 | Psychology 204, Applied | 3 |
| Psychology 201, General | 3 | Spanish 202, Intermediate | 3 |
| Spanish 201, Intermediate | 3 | | |

### Curriculum B2, Pre-Dentistry and Medicine Major

#### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Chemistry 101, General | 4 | Chemistry 102, General | 4 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| Government 101, American | 3 | Sociology 102, American Life | 3 |
| Mathematics 107, A & B, Algebra and Trigonometry | 5 | Mathematics 108, Analytic Geom. | 4 |
| Zoology 101, General | 4 | Botany 102, General | 4 |

#### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| Chemistry 201, Organic | 4 | Chemistry 202, Organic | 4 |
| Physics 201, Fundamentals | 4 | Physics 202, Fundamentals | 4 |
| Spanish 101, Beginning, or French 101 | 3 | Spanish 102, Beginning, or French 102 | 3 |
| | | English 103, Speech; or Health Education 102 | 3 |

* A minimum of 16 and a maximum of 18 semester hours may be enrolled for each semester. Physical Education, 1 semester hour, Glee Club or Band, .5 semester hour, elective each semester.

## Curriculum B3, Pre-Journalism or Law Major

### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Government 101, American | 3 | Sociology 102, American Life | 3 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| French 101, Beginning | 3 | French 102, Beginning | 3 |
| History 101, Early European | 3 | History 102, Later European | 3 |
| Mathematics 101, Algebra | 3 | Mathematics 102, Trigonometry | 3 |
| Spanish 101, Beginning | 3 | Spanish 102, Beginning | 3 |
| Zoology 101, General | 4 | Botany 102, General | 4 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Chemistry 105, General | 3 | Chemistry 106, General | 3 |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| Spanish 201, Intermediate, or French 201 | 3 | Spanish 202, Intermediate, or French 202 | 3 |
| Psychology 201, General | 3 | English 103, Speech | 3 |

## Curriculum B4, Pre-Language Major

### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| English 101, Composition | 3 | English 102, Composition | 3 |
| French 101, Beginning | 3 | French 102, Beginning | 3 |
| Government 101, American | 3 | Sociology 102, American Life | 3 |
| History 101, Early European | 3 | History 102, Later European | 3 |
| Spanish 101, Beginning | 3 | Spanish 102, Beginning | 3 |
| Zoology 101, General | 4 | Botany 102, General | 4 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| French 201, Intermediate | 3 | French 202, Intermediate | 3 |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| English 103, Speech, or Music 201, Appreciation | 3 | English 103, Speech<br>Music 102, Fundamentals | 3 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| Psychology 201, General | 3 | Spanish 202, Intermediate, or French 202 | 3 |
| Spanish 201, Intermediate | 3 | | |

* A minimum of 16 and a maximum of 18 semester hours may be enrolled for each semester. Physical Education, 1 semester hour, Glee Club or Band, .5 semester hour, elective each semester.



## Curriculum B5, Pre-Mathematics and Science Major

### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Chemistry 101, General | 4 | Chemistry 102, General | 4 |
| Government 101, American | 3 | Sociology 102, American Life | 3 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| Mathematics 107 A&B, Alg. & Trig. | 5 | Mathematics 108, Analytic Geometry | 4 |
| Zoology 101, General | 4 | Botany 102, General | 4 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs. |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| Mathematics 201, Differential Calculus | 4 | Mathematics 202, Integral Calculus<br>Physics 202, General | 4<br>4 |
| Physics 201, Fundamentals | 4 | English 103, Speech | 3 |
| Psychology 201, General | 3 | | |

## Curriculum B6, Pre-Social Science Major

### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Government 101, American | 3 | Sociology 102 | 3 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| History 101, Early European | 3 | History 102, Later European | 3 |
| French 101, Beginning, or Spanish 101 | 3 | French 102, Beginning, or Spanish 102 | 3 |
| Mathematics 101, Algebra | 3 | Mathematics 102, Trigonometry | 3 |
| Zoology 101, General | 4 | Botany 102, General | 4 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs. | Subjects | Sem. Hrs. |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| English 103, Speech, or Chemistry 105, General | 3 | Art 101, Fundamentals of Design, or Chemistry 106, General | 3 |
| Geography 201, Elements | 3 | Geography 202, Elements | 3 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| Spanish 201, Intermediate, or French 201 | 3 | Spanish 202, Intermediate, or French 202 | 3 |
| Music 201, Appreciation | 3 | Music 202, Current | 3 |

* A minimum of 16 and a maximum of 18 semester hours may be enrolled for each semester. Physical Education, 1 semester hour, Glee Club or Band, .5 semester hour, elective each semester.

## Curriculum B7, Pre-Technical for Women—Home Economics or Nursing

### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Chemistry 105, Introductory | 3 | Chemistry 106, Introductory | 3 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| French 101, Beginning or Physics 101, Elements | 3 | French 102, Beginning or Physics 102, Elements | 3 |
| Government 101, American | 3 | Sociology 102, American Life | 3 |
| Elective | 1 | Health Education 102 | 3 |
| Zoology 101, General | 4 | Elective | 3 |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs. | Subjects | Sem. Hrs. |
| Anatomy 201, Physiology | 4 | Biology 202, Human | 2 |
| Economics 201, Principles | 3 | English 103, Speech | 3 |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| French 201, Intermediate | 3 | French 202, Intermediate | 3 |
| Psychology 201, General | 3 | Psychology 204, Applied | 3 |

## Curriculum B8, Pre-Technical for Men

### Freshman Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs.* | Subjects | Sem. Hrs.* |
| Art 101, Fundamentals of Design. | 3 | Botany 102, General | 4 |
| Art 103, Mechanical Drawing | 3 | Art 104, Mechanical Drawing | 3 |
| Chemistry 101, General or 105, Introductory | 4,3 | Chemistry 102, General or 106, Introductory | 4-3 |
| English 101, Composition | 3 | English 102, Composition | 3 |
| Government 101, American | 3 | Mathematics 102, Trigonometry | 3 |
| Mathematics 101, Algebra | 3 | Mathematics 108, Analytic Geom. | 4 |
| Mathematics 107, Algebra and Trigonometry | 5 | Physics 102, Elements | 3 |
| Physics 101, Elements | 3 | Sociology 102, American Life | 3 |
| Zoology 101, General | 4 | | |

### Sophomore Year

| First Semester | | Second Semester | |
|---|---|---|---|
| Subjects | Sem. Hrs. | Subjects | Sem. Hrs. |
| Economics 201, Principles | 3 | Economics 202, Principles | 3 |
| English 201, English Literature | 3 | English 202, English Literature | 3 |
| English 103, Speech | 3 | Geology 201, Physical | 3 |
| Chemistry 201, Organic | 4 | Chemistry 202, Organic | 4 |
| History 201, Early American | 3 | History 202, Later American | 3 |
| Mathematics 201, Differential Calculus | 4 | Mathematics 202, Integral Calculus | 4 |
| Psychology 201, General | 3 | Psychology 204, Applied | 3 |
| Physics 203, General | 5 | Physics 204, General | 5 |

*A minimum of 16 and a maximum of 18 semester hours may be enrolled for each semester. Physical Education, 1 semester hour, Glee Club or Band, .5 semester hour, elective each semester.



# DESCRIPTION OF COURSES

## Art

*Art 101, Fundamentals of Design* — Miss Purnell

1 lecture and 2 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

The course comprises a study of the space arts from the point of view of balance, proportion, rhythm, and harmony, to develop an understanding of composition and design as expressed in several art materials.

*Art 103-104, Mechanical Drawing* — Miss Purnell

3 double laboratory periods a week for 36 weeks. Semester credit, 6 hours.

This is a course in constructional and scale drawing following engineering, architectural and mechanical trends. It trains in skill, accuracy and the proper use of mechanical drawing instruments.

*Art 202, Composition* — Miss Purnell

3 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

A course which trains in all art skills, and the use of many art tools, namely pencils, cravon, chalk, pen and ink and brushes. The course includes freehand sketching from objects and nature; skillful copying of pictures; lettering and perspective drawing.

*Art 301, Fine and Industrial* — Miss Purnell

1 lecture and 2 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

The objective of the course is to develop competence in art expression. To this end students are given practice in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present will be considered, so that students may gain a knowledge of this history of art and thereby develop interest and understanding of art in its relation to cultural values.

*Art 302, Crafts* — Miss Purnell

3 double laboratory periods a week for 18 weeks. Semester credit, 3 hours.

Experiences in the handling of many types of materials and the skills involved in the use of them. Creative ability and originality are prime assets. This course is especially valuable to those students who expect to do recreational activities with groups of children.

*Art 403, History* — Miss Purnell

3 lecture periods a week for 18 weeks. Semester credit, 3 hours.

This course will trace the development of architecture, sculpture, painting and the minor arts from primitive to modern times. Art ages and artists will be studied to show the progress made. The course will be motivated by the use of slides and other illustrative material.

*Art 404, Interior Decoration* — Miss Purnell

2 double laboratory periods and one lecture period a week for 18 weeks. Semester credit, 3 hours.

This is a course in house planning and decoration. Students learn how to make a house a livable home. The course includes floor plans, wall plans, room layouts, the uses of light, color, design furniture and household furnishings. A brief study of furniture construction and styles and their uses, textiles and fabrics and all household accessories is included. Field trips to points of interest may also be included.

## Education

*Education 301, Principles of Teaching and Observation* ..... Dr. Bosley and Dr. Caruthers

3 hours each week for 18 weeks. Semester credit, 3 hours.

This course is designed for third-year students who are just beginning their study of professional subject-matter. It has two major objectives: first, to develop general principles underlying classroom procedure; and second, to orient the student to age and grade levels.

The course will include such topics as lesson plans, types of instruction, discipline, interest, the unit plan of teaching, pupil adjustment, the learning process, organization of our public school system, etc. The student will be given limited participation in classroom instruction and activities.

The organization, presentation, and integration of the topics to be treated will be determined largely by the observation of, and the participation in, the instructional procedure in the laboratory-school room.

*Education 302, Art in Elementary School* ..... Miss Purnell

2 laboratory periods a week for 18 weeks. Semester credit, 1 hour.

The course includes laboratory activities, lecture, observations, and some teaching of art in the elementary grades. The time is utilized in learning to handle art materials and problems suitable to adaptation in the elementary school.

*Education 304A, The Junior High School Curriculum* ..... Staff

3 hours each week for 18 weeks. Semester credit, 3 hours.

This course is offered in the second semester of the junior year. It deals with the organization of public education in the United States, the function of the junior high school in the total educational program, the relation of the school to other agencies of the community, state, and nation, guidance, child accounting, grouping, marks, and marking systems.

*Education 304B, The Junior High School Curriculum* ..... Staff

3 hours each week for 18 weeks. Semester credit, 3 hours.

This course accompanies the first semester of student teaching. It includes a functional treatment of such topics as planning instruction, classroom management, the appreciation lesson, the drill lesson, problem and project teaching, core teaching, socialized class procedure, directed study, and the evaluation of learning activities.

*Education 304C, The Junior High School Curriculum* ..... Staff

3 hours each week for 18 weeks. Semester credit, 3 hours.

This is the culminating course in professional education for prospective junior high school teachers. It accompanies the final semester of student teaching, and thus draws upon this experience and all previous professional training in helping the student to develop a functional philosophy of education. The course attempts to develop familiarity with salary schedules, certification requirements, retirement provisions, placement and employment problems, and the function of the teacher as a member of the faculty group.

*Education 307, Audio-Visual Materials and Methods* ..... Dr. Matthews

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary school curriculum are considered in a practical way.

*Education 308, Music in the Elementary School* ..... Mrs. Fleming

1 hour a week for 18 weeks. Semester credit, 1 hour.

A course in the organization and procedures of music in the elementary



grades. It is a program of the study of the child's development in music as an integrated experience. It includes a study of the child voice, song repertory, rhythm, pre-instrumental activities, dramatic play, discriminating listening, creative expressions, developing reading readiness, and choir procedures. Opportunities for observation and practice in the laboratory school are given.

*Education 310, Reading in the Elementary School* ..... Dr. Matthews

3 hours a week for 18 weeks. Semester credit, 3 hours.

The chief purposes of this course are to give students an appreciation of the values of reading, an understanding of the complex problems involved in teaching it at the varying levels in the elementary school, and a functional knowledge of the materials and techniques to use in helping children develop basic habits and skills in reading. Opportunity is given each student to study reading problems as they relate to actual learning situations in the laboratory school. Attention is given to recent experimentation in the field.

*Education 312, The Teaching of Science in the Elementary School,* Dr. Fleming

2 hours each week for 18 weeks. Semester credit, 2 hours.

Problems, exercises, and discussion designed to improve the students' ability to use science in the achievement of the aims of the elementary school. Consideration is given to the selection and organization of pertinent material from the fields of the natural sciences. Problems set up in the course are related to typical public school situations as they are known to exist in Maryland.

*Education 314, Social Studies in the Elementary School* ..... Dr. Thomas

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is planned to prepare students to teach those social studies which are required in the elementary school curriculum. To that end, much practice is given in the selection of subject matter for the various grades of the elementary school, and in the organization of that subject matter into appropriate units of work. Opportunity is also given for the observation of social studies classes in the elementary school. Students are urged to make collections of pictures, stories, and other illustrative materials in the field of elementary school social studies.

*Education 316, Art in the Junior High School* ..... Miss Purnell

2 double laboratory periods and 1 lecture period a week for 18 weeks. Semester credit, 3 hours.

This course will apply art techniques and skills to the needs of the junior high school grades. Observation and teaching of art in the grades is encouraged.

*Education 318, English in the Junior High School* ..... Dr. Matthews

3 hours a week for 18 weeks. Semester credit, 3 hours.

Attention is given to the problems in modern English usage with particular reference to classroom problems in teaching oral and written composition and speech to junior high school pupils. An attempt is made to show the value of "creative work" as a means of promoting skill and pleasure in communication. Students are given an opportunity to organize materials of instruction around centers of interest, and to understand children's learning problems through contact with the laboratory school. The principles underlying the teaching of language are thus developed in their functional relationships. Emphasis is placed on the self-development of each student in skills involved in oral and written language and in speech.

*Education 320, Science in the Junior High School* ..... Mr. Glenn

3 hours a week for 18 weeks. Semester credit, 3 hours.

Students are given experience in organizing and teaching science at the junior high school level. This training will include preparation for the three

phases of such a science teacher's job; the teaching of science as a separate subject, participating in the core program, which includes Science, and serving as a consultant in science teaching. Student participation is emphasized and includes the planning of units. Wide application is made of the visual aids with the student gaining experience in their use with the class.

*Education 322, Mathematics in Junior High School* ..... MR. CAUFFMAN

3 hours a week for 18 weeks. Semester credit, 3 hours.

Cooperative development of philosophy of mathematics in junior high schools of today with implications for content and method. Organization of teaching units, observation and evaluation of teaching in situations at junior high school level.

*Education 323, Music in the Junior High School* ..... MRS. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

A course in the organization and procedures of a music program for the adolescent youth. It includes its social and aesthetic aspects in relation to school and community life; choice, interpretation, methods of approach to, and presentation of standard and contemporary choral and instrumental music to unselected student groups for singing and listening. Materials and activities appropriate for the elective and specialized aspects of the music program; the changing voice; voice testing and part singing are given special attention. The laboratory school offers opportunities for observation and practice of these activities.

*Education 325, Physical Education in the Junior High School* .... MISS JAMART and MR. MAGGS

3 hours a week for 18 weeks. Semester credit, 3 hours.

A graded program of study of methods and materials for the teaching of Physical Education in junior high schools. Attention is given to an evaluation of achievement standards and techniques. The course is based on discussions, laboratory practice, observation and lectures.

*Education 327, Juvenile Literature* ..... DR. MATTHEWS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is planned especially for students preparing to teach in a junior high school. Students are guided to survey types of literature suited to junior high school pupils,—to study the reading interests of boys and girls of their age, and to investigate methods of presenting materials in order that they may guide, stimulate, and direct the classroom periods and outside reading interests of their pupils with understanding. Opportunity is given for wide reading to enrich backgrounds for teaching and to heighten the pre-service teacher's appreciation of the best in literature.

*Education 329, Social Studies in Junior High School* ..... DR. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is planned on somewhat the same lines and general principles as Education 314; i.e., the selection of social studies materials of study and methods of their development in the junior high school. Particular attention will be paid to the community survey and to various other activity phases suitable to the development of national and world understandings in the fields of history, geography, government and politics.

*Education 401-402, Directed Teaching* ..... DR. CARUTHERS, DR. MATTHEWS

15 hours a week for 36 weeks. Semester credit, 16 hours.

Students are placed in directed teaching centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary and junior high schools, and to participate in all other activities for which regularly employed teachers are responsible.



Besides participation and teaching, the work of the student teacher includes individual and group conferences with training teachers and supervisors. Guidance is given students in selecting materials, in organizing "units" for teaching purposes, and in interpreting them in terms of guiding children in the total educative process. Reasonable skill in teaching techniques is required of each student, and an effort is made to enable him to develop a teaching personality and an understanding of the principles of education in practice.

*Education 403, Children's Literature* ..... DR. MATTHEWS

3 hours a week for 18 weeks. Semester credit, 3 hours.

Students planning to teach in grades one to six, inclusive, will enroll for this course. It is designed to enrich backgrounds for teaching literature. Topics selected for study include: the place of literature in the education of the child; literature in relation to units of work, and to the use of leisure time; a critical evaluation of standard and contemporary literature for ages six to twelve in relation to their interests at the different age levels; and a study of techniques of presenting materials so that children may develop a love of reading and of good literature.

*Education 404, History and Philosophy* ..... DR. THOMAS and DR. CARUTHERS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

*Education 405, Mathematics in the Elementary School* ..... MR. FOCHT

2 hours a week for 18 weeks. Semester credit, 2 hours.

The course emphasizes mathematics as the quantitative experience of the race, and is organized into three parts; first, the origin and development of the number system, the purpose of which is to give a basic understanding of the principles and practices of calculation; second, the memorization of the necessary number facts and the development of an acceptable degree of skill in their use; and third, the social significance of mathematics, covering such topics as common and decimal fractions, percentage and its applications, area and volume, taxes, insurance, commission and other forms of income. Meaning is emphasized throughout the course.

*Education 406, Psychology* ..... DR. CARUTHERS and DR. MAY

3 hours a week for 18 weeks. Semester credit, 3 hours.

The study of educational psychology is directed toward understanding, predicting, and influencing the behavior of normal human beings. It builds upon the more general principles and theories derived from biology and general psychology, and seeks to make practical use of them in meeting the problems of education. More specifically, it attempts to provide bases for evaluating and making use of the maturation changes — mental, physical, emotional — which affect the educative process; the learning process, as normal for the individual and as it may be affected by environment and understanding guidance; and the growth and maintenance of healthy personality by both pupil and teacher.

*Education 407, Reading Disabilities* ..... DR. MATTHEWS

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course includes a study of the analysis and the correction of the common reading disabilities. The program of work includes: points of view regarding retardation; factors underlying the causes of reading difficulties; the relation of reading to growth; the mechanics of reading materials; and programs of correction in a laboratory situation.

## English

*English 101-102, Composition* ..... MR. BURNET

3 hours a week for 36 weeks. Semester credit, 6 hours.

This course is intended to help the student write effectively, fully, and in a way appropriate to the subject, the situation, the reader, and himself. Assignments are given in detail, with emphasis on the writer's motive in communicating, his plan of organization, and his revisions. Individual help is given with every piece of writing. Though the course is centered around composition, it involves a comprehensive introduction to scientific grammar and research method, and some consideration of semantics and logic. Analyses in detail are made of contemporary exposition, argument, description and narration.

*English 103, Speech* ..... MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course affords the student an opportunity to develop skill and poise in the oral presentation of thought. Each student delivers speeches before an audience of his fellows, and receives criticism upon his ability to analyze his subject, to select and arrange his ideas, to secure the interest and consent of his hearers, and to speak with simplicity, clarity, and correctness. Emphasis is placed upon pronunciation, enunciation, voice, phrasing, posture, platform manners, parliamentary procedure, and the organization of panel and other forms of group discussion. Individual oral interpretation of various selections from literature is required.

*English 201-202, English Literature* ..... MRS. BENNETT
MR. BURNET

3 hours a week for 36 weeks. Semester credit, 6 hours.

In this course English literary history is presented through a detailed study of representative writings of great writers. Materials from Beowulf through Sheridan and from the Romantics through Thomas Hardy are included. Attention is given to types of literature and also to dominant continuing and recurrent trends in subject matter, movements, techniques, and social and literary philosophies.

*English 206, World Literature* ..... MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is intended to give a background for the study of English literature. It is a survey of European literary masterpieces from the earliest times to the present day. Intensive study is made of the *Iliad*, the *Odyssey* and of the plays of Aeschylus, Sophocles, Euripides and Aristophanes. Lyric poetry of Greece, Rome, and of modern continental countries is studied. The course is intended to bring students into touch with the masterpieces of world literature and with the conditions which produced them in order that they may read with better understanding their own literature.

*English 301, American Literature* ..... MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

*English 402, Modern Comparative Drama* ..... MRS. BENNETT

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is a study of European and American dramatists from Ibsen to O'Neill. The purpose of this course is to acquaint the student with the rise of



the drama of ideas, to help him trace the modern movements of naturalism, symbolism, and expressionism, and to study the influences of one national drama upon another and to compare their techniques.

*English 403, The Novel* ..... MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The Novel is a course in the critical and historical study of the growth and development of the English novel from its beginnings in the work of Defoe, Richardson, Fielding, and other major authors, to the modern novel. Emphasis is placed upon the types and techniques. Consideration of the novels as interpretations of human life and of political, social, and scientific movements is stressed. Investigation of modern attitudes and tendencies in fiction is also emphasized.

*English 404, Play Production* ..... MR. BURNET

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

A study of the fundamental principles of the production of plays. Actual practice is given in directing, in designing and selecting costumes, in arranging and designing sets, lighting, in casting, in rehearsal methods, and in the art of make-up.

Prerequisite or corequisite, Speech 103.

*English 405, Shakespeare* ..... MRS. BENNETT

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is an intensive study of selected plays of Shakespeare with special attention to matters of textual criticism, characterization, dramatic technique, and of the biographical, literary, and theatrical background of the author's work.

## Health and Physical Education

*Health Education 102, Physiology* ..... MISS JAMART *and* MR. MAGGS

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course attempts to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education.

*Health Education 402, The School Child* ..... MISS JAMART and MR. MAGGS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as sanitation of the school plant and the ventilation and lighting of school rooms; the importance of the services of public health clinics and of close cooperation with the school physician and nurse, knowledge of the defects and diseases, communicable and non-communicable, frequently found among children of school age, methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching.

*Health Education 406, First Aid and Accident Prevention* ..... MISS JAMART

2 hours a week for 9 weeks. Semester credit, 1 hour.

To acquire knowledge and skills for the emergency care of the injured, and to create an active interest in the prevention of accidents through the

elimination of causes. This course meets the requirements of The American Red Cross First Aid Courses. The certificate earned remains valid for three years.

*Hygiene 404, Mental, Personal and Social,*
DR. CARUTHERS, MISS JAMART and MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is cast into three areas, namely, mental hygiene, or individual psychology, personal hygiene, and social hygiene. Its chief aim is to develop a consciousness on the part of the student for the three-fold basis of healthful and happy living.

Mental hygiene will be based largely on individual psychology. Its main emphasis will be on the mental health of the normal individual with the purpose of making psychiatric treatment unnecessary. The course may thus be considered as preventive psychiatry. Principles of mental health will be developed and applied.

This course approaches the problems of individual health, through an analysis of the various forces that play upon the human organism. Emphasis is given to factors in personality, various responses to the problems of health, and application of scientific fact and principles of living.

The area of social hygiene is concerned with the problem of adjustment on the part of the individual to group living. Premarital, marital, and domestic problems are among those considered.

*Physical Education 101-102, 201-202* ..... MISS JAMART and MR. MAGGS

2 hours a week for 36 weeks. Semester credit, 2 hours.

These courses provide an introduction to physical education activities and are planned to give the student a foundation for intelligent use of those activities, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

*Physical Education 105-106, 205-206, 305-306, 405-406, Corrective,*
MISS JAMART and MR. MAGGS

2 hours a week for 36 weeks. Semester credit, 2 hours.

These courses deal with the organization of programs and services in individual corrective work in different type situations. Students not admitted to physical education classes because of remedial defects may enroll.

*Physical Education 301-302* ..... MISS JAMART and MR. MAGGS

2 hours a week for 36 weeks. Semester credit, 2 hours.

These courses outline the aims of physical Education and give a brief history of physical education in the United States. Activities are planned to give the student actual practice for teaching. Subject matter is outlined for the elementary and junior high school. The material presented includes games for the playground and classroom, self-testing and rhythmic activities, posture and dramatic training.

*Physical Education 401-402* ..... MISS JAMART and MR. MAGGS

2 hours a week for 36 weeks. Semester credit, 2 hours.

These courses are a continuation of Physical Education 301-302. The chief topics are: play and what it means to the child; importance of organized play in school; organized games; athletics and social games; stunts and efficiency tests; track and field events; folk dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.



*Physical Education 404 W, Folk Dancing and Sports* ..... MISS JAMART

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is sufficiently extensive to give the student a rich repertoire of dances of different nations. Progression for teaching the step combinations such as two-step, polka, waltz, and schottische will be presented and discussed. Provision will be made for the collection of background material for the presentation of folk dances. The course will include a study of natural characteristics, folk costumes, and a brief history of the dancing of each country as it is considered.

*Physical Education 405, Supervised Activities* ..... MISS JAMART and MR. MAGGS

3 hours a week for 18 weeks. Semester credit, 3 hours.

The course is set up to provide an opportunity for the student to work with children in physical education. Adequate supervision is provided. Both observation and bibliography are used to supplement the directed activities.
Pre-requisite, Physical Education 101-102, 201-202.

*Physical Education 406M, Administration and Coaching* ..... MR. MAGGS

3 hours each week for 18 weeks. Semester credit, 3 hours.

The purpose of this course is to acquaint the prospective teacher of physical education activities with the areas of administration and coaching with which he will be most directly concerned.

Problems of administrative structure and procedure will be examined and discussed. The types of sports best suited to the age group taught will be studied as well as techniques necessary to those sports.

The course is designed to summarize the past experience and knowledge in the field of physical education, and to help the student prepare the material for practical use in a teaching situation.
Pre-requisite, Physical Education 101-102, 201-202.

## Mathematics

*Mathematics 101, Algebra* ..... MR. CAUFFMAN

3 hours a week for 18 weeks. Semester credit, 3 hours.

Fundamental operations, factoring, fractions, exponents and radicals, linear and quadratic equations, variation, theory of equation, progressions.
Pre-requisite, 1 to 1½ units of high school algebra.

*Mathematics 102, Trigonometry* ..... MR. CAUFFMAN

3 hours a week for 18 weeks. Semester credit, 3 hours.

Trigonometric functions, logarithms, radian measure, graphs, solution of right and oblique triangles, equations, identities, inverse functions, elementary spherical trigonometry.
Pre-requisite, Mathematics 101 or 107A.

*Mathematics 103, Arithmetic for Teachers* ..... MR. CAUFFMAN

3 hours a week for 18 weeks. Semester credit, 3 hours.

This is a course in arithmetic for mature students who are expected ultimately to teach the subject in elementary or junior high school. Beginning with historical concepts, the course includes a study of the fundamental processes, fractions and decimals, percentage, investment, insurance, denominate numbers, interest, square root, the right triangle formula, ratio, proportion, similar figures, measurement of angles, areas, and volume of simple geometric figures and solids, weight, capacity, and time.

*Mathematics 104, Basic Algebra* ..... MR. CAUFFMAN

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course is designed to qualify students to teach all mathematics

through the junior high school, particularly Algebra. From study of the fundamental operations with signed numbers, through quadratics, emphasis is placed upon problem solving, and representation of unknown quantities by symbols. Ability to work with formulas is particularly emphasized.

This course presupposes no previous knowledge of Algebra. A student who satisfactorily completes it may proceed with Mathematics 101 or 107A.

*Mathematics 105, Commercial Algebra* ..... MR. WEAVER

3 hours a week for 18 weeks. Semester credit, 3 hours.

A practical course in college mathematics stressing particularly the application of algebra to problems in the field of business administration. Topics covered include: equations of the first degree, fractional, percentage, and commercial transactions, exponents and radicals, logarithms, simple interest, and discount, quadratic equations, graphical representation, progressions, binomial theorem, permitations, and combinations, probability, statistics.

*Mathematics 106, Mathematics of Finance* ..... MR. WEAVER

3 hours a week for 18 weeks. Semester credit, 3 hours.

Mathematics for business administration students. Topics covered: compound interest and compound discount, annuities, perpetuities, capitalized cost, retirement of debts by installment payments, depreciation, valuation of income property, bonds and reinvestments, life annuities, life insurance, policy reserves.

Prerequisite: Mathematics 105, or the equivalent.

*Mathematics 107A, College Algebra* ..... MR. CAUFFMAN

3 hours a week for 18 weeks. Semester credit, 3 hours.

Fundamental operations, functions and graphs, linear and fractional equations, quadratic equations, solution of systems of equations, including use of determinants, exponents and radicals, complex numbers, theory of equations, binomial theorem, progressions, permutations and combinations, probability.

Prerequisite: 1 or 1½ units in high school algebra.

*Mathematics 107B, Trigonometry* ..... MR. CAUFFMAN

2 hours a week for 18 weeks. Semester credit, 2 hours.

Trigonometric functions, logarithms, radian measure, graphs, solution of right and oblique triangles, equations, identities, inverse functions.

Runs concurrently with Mathematics 107A.

*Mathematics 108, Analytic Geometry* ..... MR. CAUFFMAN

4 hours a week for 18 weeks. Semester credit, 4 hours.

Rectangular and polar coordinates, the straight line, conic sections, graphs, parametric equations, transcendental functions, and solid analytic geometry.

Prerequisite: Mathematics 107A and 107B, or Mathematics 101 and 102.

*Mathematics 201, Differential Calculus* ..... MR. CAUFFMAN

4 hours a week for 18 weeks. Semester credit, 4 hours.

Variables, functions, limits, differentiation, critical points, applications of maxima and minima, differentials, simple integration and applications including fluid pressure, curvature, polar coordinates, mean value theorem, indeterminate forms.

Prerequisite: Mathematics 108.

*Mathematics 202, Integral Calculus* ..... MR. CAUFFMAN

4 hours a week for 18 weeks. Semester credit, 4 hours.

Integration as a process of summation, is its application to areas, volumes, arc length, centroids, moments and moment of inertia, infinite series including Maclaurin's and Taylor's series, prismoidal formula and Simpson's rule, hyperbolic functions, partial differentiation and multiple integrals.

Prerequisite: Mathematics 201.



## Music

*Music 102, Fundamentals* ..... MRS. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

A basic course designed to develop the musical skills necessary for teaching music. It is a course in music orientation, combining music theory, sight reading, vocal training, keyboard application, basic techniques of conducting, music literature, history, elementary physics of sound, study of the instruments, and general musicianship.

*Music 103, 204, 301, 404, College Chorus* ..... MRS. FLEMING

1 hour a week for 36 weeks. Semester credit, 1 hour.

The purpose of the College Chorus is to give any student interested in singing the opportunity to enjoy choral music; to develop musical ability, appreciation and taste; and to represent the college by performing as a whole or in small groups for civic and social gatherings in local and nearby communities, as well as in broadcasts and school assemblies, concerts, or other student and alumni affairs.

The College Chorus has a three-fold organization: Women's Glee Club, Men's Glee Club, and the combined choruses, known as the College Chorus. Smaller singing units are formed among the better singers.

*Music 201, Appreciation - Survey* ..... MRS. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

A survey course in music literature which aims to build a background that will give the average listener a better understanding and appreciation of the world's great music. The elements of music-rhythm, melody, and harmony — together with tone color and form, are discussed, and their significance in various compositions is illustrated. Types of the world's music are studied, including the great choral and symphonic compositions of Europe, United States, and Latin America. For transfer students only.

*Music 202, Current* ..... MRS. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

In this course a study of the trends in contemporary music is made. The approach is primarily appreciative, but historical data is employed in order to draw comparisons with earlier idioms and ideaologies. The influence of jazz on the modern music is discussed. Opportunity is offered for each student to investigate topics of special interest to him.

*Music 301, Literature* ..... MRS. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

Designed primarily for students in the teacher education curricula. A study of the elements of music, rhythm, melody, harmony, form and tone color, together with their significance in the music of great composers. Selection of compositions for analysis is made from two points of view: First, music with which all well educated people should be familiar. Second, music which may be used in the curricula of the elementary and junior high schools. Opportunity is given members of the class to investigate topics of special interest to them.

*Music 402, Creative* ..... MRS. FLEMING

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is designed for students particularly interested in the creative aspects of music. A study of melodic pattern is made, and original work is done by each student in setting words to familiar tunes, writing melodies for simple poems, and creating original songs, both words and music. Opportunity is offered for observation and experimentation in motivating creative music in the elementary school.

*Music 403, History* ..... MRS. FLEMING

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course in the history of music traces the development of music from the earliest times to the present. Changing theories of form and composition are studied. Major composers of the various periods are studied as being exemplar of outstanding schools of music.

*Music 405, Recreational* ..... MRS. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

Designed to include such elementary techniques of voice production, directing of group singing, and selection of material as will be of value to a recreational director. A compilation of song material will be made for general purposes as social and religious gatherings, camps, Scouting and similar organizations. Audio-visual aids and other devices to promote singing will be considered.

## Philosophy and Psychology

*Philosophy 202, Introductory* ..... DR. MAY

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course surveys seven of the major problems of philosophy and at the same time examines present problems and practices of these major problems. The chief approach and the dominant guiding principle of the course is not that these historical persistent problems all have a contribution to make to problems of the present, but rather it is regarded that the historical development of human thought is to be observed in the attempted solutions of these problems. It is the chief aim of the course to direct the consideration of the best thought of the best thinkers so that it will result in bringing to the student a deeper, broader, and more significant view of his life in the environment in which he is to live.

*Psychology 201, General* ..... DR. MAY

3 hours a week for 18 weeks. Semester credit, 3 hours.

The major objective of this course is to develop definite fundamental analysis of human nature from the viewpoint of man's native equipment and original tendencies. Emphasis is placed upon the inter-relationship of mental activity and functional physical activity. With this in view, such topics as sensations, feelings, emotions, desires, and habit formation are studied. To give the student perspective, a survey of the different schools of psychology is made.

*Psychology 203, Nurses* ..... DR. MAY

2 hours a week for 18 weeks. Semester credit, 2 hours.

This is an introductory course in psychology especially organized for student nurses. The point of reference is regularly that of the student and practicing nurse and the environment in which their profession places them. Particular emphasis is given to problems dealing with physical, mental, and personality deviates.

*Psychology 204, Applied* ..... DR. MAY

3 hours a week for 18 weeks. Semester credit, 3 hours.

This course makes application of research findings in psychology to problems encountered in everyday life. Problems in business, industry, advertising, labor-management, the professions, and social relations are given special consideration.

*Psychology 206, Social* ..... DR. MAY

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

In contrast to individual psychology, which considers human problems



primarily from inner characteristics both native and acquired, social psychology gives major consideration to overt behavior as expressed in group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality.

*Psychology 208, Clinical* ..... DR. MAY
*Psychology 301, Child Growth and Development* ..... DR. MAY

3 hours a week for 18 weeks. Semester credit, 3 hours.

The course covers all phases of human development throughout childhood. Special emphasis is placed upon the interrelatedness of all phases of the child's growth, and the various phases through which the normal child passes on his way to maturity.

## Romance Languages

*French 101 and 102, Elementary French* ..... DR. FRANCIS

3 hours a week for 36 weeks. Semester credit, 6 hours.

French 101-102 is planned for students who have had no previous study of French. The work of the two semesters covers the ground that is covered in two years of French in high school. An attempt is made to achieve balanced progress in the four phases of language use: namely, reading, writing, speaking, and aural understanding of the language. At the same time, the students are introduced to France and the French people, their customs, and their cultural background.

*French 103 and 104, Conversation Laboratory* ..... DR. FRANCIS

2 hours a week for 36 weeks. Semester credit, 2 hours.

This course is planned as 2 hours of laboratory practice with 1 hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The course does *not* include a study of grammar except insofar as incidental grammatical explanations may be needed for the correct practicing of sentences.

This course is recommended as a supplementary course both for students in the beginning course, French 101-102, and also for those students in French 201-202 who have not yet acquired an excellent French pronunciation.

*Spanish 101 and 102, Elementary Spanish* ..... DR. FRANCIS

3 hours a week for 36 weeks. Semester credit, 6 hours.

*French 201 and 202, Intermediate* ..... DR. FRANCIS

3 hours a week for 36 weeks. Semester credit, 6 hours.

This course is planned for students who have passed either two years' work in French in high school or a one-year elements course in college with a grade of C or better.

A Major part of the work comprises a review of French grammar and composition, with special attention to idomatic usages, plus the acquirement of ready facility in understanding both written and spoken French. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the student's knowledge of France and the French people.

Spanish 101-102 is planned for students who have had no previous study of Spanish. The work of the two semesters covers the ground that is covered in two years of Spanish in high school. An attempt is made to achieve balanced progress in the four phases of language use: namely, reading, writing, speak-

ing, and aural understanding of the language. At the same time, an attempt is made to introduce the students to the life and cultural backgrounds of the Spanish-speaking people, both in Spain and in Spanish America.

*Spanish 103 and 104, Conversation Laboratory* ..... Dr. Francis

2 hours a week for 36 weeks. Semester credit, 2 hours.

This course is planned as 2 hours of laboratory practice with one hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The course does *not* include a study of grammar except insofar as grammatical explanations may be needed for the correct practicing of sentences.

This course is recommended as a supplementary course both for students in the beginning course, Spanish 101-102, and also for those students in Spanish 201-202, who have not yet acquired an excellent Spanish pronunciation.

*Spanish 201 and 202, Intermediate* ..... Dr. Francis

3 hours a week for 36 weeks. Semester credit, 6 hours.

This course is planned for students who have passed either two years' work in Spanish in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of Spanish grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken Spanish. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the students' knowledge of Spain and the Spanish American countries, their people, their customs, and their cultural backgrounds.

## Science

*Anatomy 101, Psysiology* ..... Dr. Fleming

2 hours lecture and 2 double laboratory periods a week. Semester credit, 4 hours.

Study of the structure and function of the various cells, tissues, organs and systems of the human body, with emphasis on their integration in the formation of the human organism. Provides a course especially designed for student nurses and pre-nurses, or health education majors and is therefore also suitable for others who intend to major in some branch of the biological sciences. Instruction involves lecture, demonstration, discussion and laboratory work. Use is made of a human skeleton, a model of the human torso, and of the preserved cat, together with other laboratory materials. All study is directed toward a better understanding of the human body and how normal functioning can best be maintained.

*Biology 202, Human* ..... Dr. Fleming

1-2 hours a week for 18 weeks. Semester credit, 1-2 hours.

Lecture demonstrations and discussion of the growth and development of the human body. Special emphasis is placed upon developing desirable understandings as to the biological basis of human behavior. Consideration is given to the individual through embryology, the infant period, early childhood, the school years, and adulthood. Especially designed to provide persons who are to work with children with a better comprehension of the biological forces which tend to cause the individual to grow, develop, and behave as he does.

*Biology 302, Nutrition* ..... Dr. Fleming

2 hours each week for 18 weeks. Semester credit, 2 hours.

Review of digestion and assimilation in humans with emphasis on the needs and reactions of the body to foods of various types and amounts. Special consideration is given to the food requirements of growing children. Problems involving the selection and preparation of food as related to family and community health are included.



*Botany 102, General* ..... Dr. Fleming

2 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

This course consists of the study of the relationship of the plant groups and also of the anatomy and physiology of the seed plants. The chief aim is to present the fundamental biological principles of plant life and to provide a cultural background for the student. The nature and aim of the biological sciences, their methods, and the value of their results are also presented.

*Botany 204, Field* ..... Dr. Fleming

1 lecture and 1 three-hour laboratory period a week for 18 weeks. Semester credit, 2 hours.

This course is designed to acquaint the student with plants in their natural habitat and the factors affecting their growth. Practice will be provided in the identification of representatives of the divisions of the plant kingdom. Special attention will be given to the identification of wild flowers, trees, and shrubs.

*Chemistry 101, General* ..... Mr. Glenn

2 lectures and 2 three-hour laboratory periods a week for 18 weeks. Semester credit, 4 hours.

This course deals with the subject matter usually included in general chemistry. It is organized on a basis of the broad principles of the subject rather than a detailed description of the elements. The principles studied are extensively illustrated with descriptive matter which in this course deals chiefly with the characteristics of the non-metals. The laboratory experiments are selected to give the student practice in the application of the principles. Quantitative relationships are stressed in the laboratory work.

*Chemistry 102, General* ..... Mr. Glenn

2 hours lecture and 2 three-hour laboratory periods a week. Semester credit, 4 hours.

This is a continuation of Chemistry 101. The course continues to deal with principles, and industrial applications rather than pure descriptive matter. This course includes a study of the characteristics of the metals. The compounds of carbon with their application to nutrition and the field of synthetic chemicals are given special attention. An introduction to systematic qualitative analysis is included.

*Chemistry 103N, including Micro-Biology* ..... Mr. Glenn and Dr. Fleming

2 lectures and 2 two-hour laboratory periods for 18 weeks. Semester credit, 4 hours.

This course deals with selected elementary principles of inorganic, organic, physiological chemistry and microbiology. Both the lectures and laboratory are organized to aid the student in developing understandings, which are applicable to nursing, rather than to trained technicians. The course is intended primarily for nurses in training, and for students enrolled in the pre-nursing curriculum.

*Chemistry 105, General* ..... Mr. Glenn

2 lectures and 2 two-hour laboratory periods a week for 18 weeks. Semester credit, 3 hours.

A course similar in content to Chemistry 101, but placing more emphasis on the application of the ten fundamental principles and less on advanced theory. It is organized to meet the needs of students in general education, industrial arts, nursing, home economics, and physical education.

*Chemistry 106, General* ..... MR. GLENN

2 lectures and 2 two-hour laboratory periods a week for 18 weeks. Semester credit, 3 hours.

This course is a continuation of Chemistry 105. In addition to the industrial application and metallurgy of the most common metals, special emphasis is placed on elementary physiological chemistry.

*Chemistry 201, Organic* ..... MR. GLENN

2 lectures and 2 three-hour laboratory periods for 18 weeks. Semester credit, 4 hours.

This course is a systematic study of the aliphatic carbon compounds. The general principles of organic chemistry are stressed as well as the descriptive material. Special attention is given to the industrial and medicinal application of these compounds. The course is organized to meet the needs of pre-medical and pre-dental students as well as chemistry majors.

*Chemistry 202, Organic* ..... MR. GLENN

2 lectures and 2 three-hour laboratory periods for 18 weeks. Semester credit, 4 hours.

This is a continuation of Chemistry 201. It deals with the aromatic and heterocyclic compounds.

*Geology 201, Principles* ..... MR. MARTIN

2 lectures and 1 double laboratory period a week. Semester credit, 3 hours.

The course deals with physical geology: ground water, gradation of wind, water, and ice; lakes and marshes; the ocean; minerals; rocks and their origin; vulcanism; diastrophism; metamorphism; and a brief introduction to historical geology. At least two field trips will be made during the semester.

*Physics 101-102, Elements* ..... MR. WEAVER

2 lectures, 1 recitation and 1 two-hour laboratory period per week for 36 weeks. Semester credit, 6 hours.

First semester: Mechanics and heat. Second semester: Sound, light, magnetism and electricity.

This course is designed primarily for students who plan to take agriculture, home economics or industrial arts, but is open to all who have had high school algebra.

*Physics 201-202, Fundamentals* ..... MR. WEAVER

3 lectures and 1 three-hour laboratory period a week for 36 weeks. Semester credit, 8 hours.

First semester: Mechanics and heat. Second semester: Sound, light, electricity and magnetism.

This course is designed to give the student insight into the use and development of the important physical laws and theories. It is designed primarily for pre-dental and pre-medical students, but is open to all who have an adequate mathematical background.

Pre-requisite, Mathematics 101-102 or the equivalent.

*Physics 203-204, General* ..... MR. WEAVER

2 lectures, 2 recitations, and 1 three-hour laboratory period a week for 36 weeks. Semester credit, 10 hours.

The course is designed primarily for students planning to take engineering or specialize in physics or chemistry. First semester: Mechanics and heat and sound. Second semester: Light, magnetism, electricity, and a brief introduction to electronics, atomic structure, radioactivity and nuclear physics.

Pre-requisite, Mathematics 107, 108, and concurrent enrollment in Mathematics 201, 202.



*Science 101-102, Biological* ..... DR. FLEMING

2 lectures and 1 double laboratory period a week for 36 weeks. Semester credit, 6 hours.

Development of correct knowledges, understandings and generalizations as to man's place in the living world of plants and animals. Special emphasis is given to applications of biology to the problems of life in general and particularly to those problems of child growth and development to which biological science can make a definite contribution. Instruction includes lectures, demonstrations and discussions together with laboratory work and field study. Provides the biological subject matter needed by the student who is to teach in the elementary or junior high school.

*Science 201-202, Physical* ..... MR. GLENN and MR. WEAVER

2 lectures and 1 double laboratory period a week for 36 weeks. Semester credit, 6 hours.

These courses are designed to give a broad acquaintance with the various fields of the physical sciences. Their primary aims are to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. Their materials are selected from the fields of astronomy, earth sciences, physics, and chemistry. They cut across the boundaries of these fields, in order to bring out their relationships and to provide a background for the appreciation of the cooperative nature of the scientific advances of today.

*Zoology 101, General* ..... DR. FLEMING

2 lectures and 2 double laboratory periods a week for 18 weeks. Semester credit, 4 hours.

The aim of this course is to acquaint the student with the general biological principles through the study of the anatomy and physiology of the representatives of the animal kingdom. It is designed to provide a cultural background as well as a foundation for courses in psychology and sociology. The student is also made acquainted with the relationship of the biological sciences and the general application of the principles developed in the study of zoology.

*Zoology 203, Field* ..... DR. FLEMING

1 lecture and 1 three-hour laboratory period a week for 18 weeks. Semester credit, 2 hours.

The purpose of this course is to study the relation of animal life to the environment. In addition, the student will study the behavior and identification of the common insects, birds, mammals, etc. Some attention will be given to the care of animals in the class room.

Prerequisite, Science 101-102 or Zoology 101.

## Social Sciences

*Business Administration 101-102, Organization and Control*** ..... MR. FLEMING

2 hours each week for 36 weeks. Semester credit, 4 hours.

A survey course of the organization of business enterprise. Examination is made of internal and functional organization, and followed by a survey of industrial and management control.

*Economics 101-102, Economic Development* ..... MR. FLEMING

2 hours a week for 36 weeks. Semester credit, 4 hours. Open to freshmen.

A comparative study of geographic factors underlying economics — agricultural products, power resources, minerals, soils, climate, and a survey of the geography of commerce and manufacturing. An introduction to modern economic institutions — their beginning, their development, and their present status. A survey of the revolutions leading up to our present day mass production.

*Economics 201-202, Principles* ..... MR. FLEMING

3 hours a week for 36 weeks. Semester credit, 6 hours.

A general analysis of the economic system. The larger part of the course considers basic concepts and principles. A large part of the second semester's work is concerned with modern problems of the economic system.

Prerequisite, sophomore standing.

*Economics 203-204, Introductory Accounting*°° ..... MR. FLEMING

4 hours each week for 36 weeks. Semester credit, 8 hours.

This course is a digest of the rules of credit and debit, underlying principles of accounting records, simple partnership and corporation problems, and the preparation of financial statements.

°° Pending approval.

*Economics 401, Conservation of Natural Resources* ..... MR. FLEMING

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course deals with the vital problems of the conservation of soils, minerals, forests, wild life and inland waters resources. Local applications will be stressed with field trips.

*Economics 402, Consumer* ..... MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

An analysis of the place of the consumer in our economic society; consumer demands; the need for consumer education for effective consumption; and agencies cooperating to aid the consumer. Specialists in the various topics are guest lecturers. Special problems are assigned.

*Geography 201-202, Elements* ..... MR. MARTIN

3 hours a week for 36 weeks. Semester credit, 6 hours.

This course comprises a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. It aims to build an appreciation of the types of civilization which have developed in different environments and of the ways in which the natural balance can be disturbed through the productive and exploitative activities of mankind. A study of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of this course. A thorough study of the diverse regions of the world is made, with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map readings and intepretation are stressed as tools of geographical thinking and expression.

*Geography 203-204, Economic* ..... MR. MARTIN

2 hours a week for 36 weeks. Semester credit, 4 hours.

A world-wide survey of the geographic distribution, processing, and production of forest industries, fishing, grazing, farming, mining, manufacturing, and trade.

*Geography 302, Advanced (Area to be determined)* ..... MR. MARTIN

3 hours a week for 18 weeks. Semester credit, 3 hours.

*Government 101, American* ..... MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

A basic course in the governments of the United States. A comprehensive study is made of the federal government, the state governments, and local governments. Considerable time is given to changes in governments which may be due to social and economic influences.



*History 101-102, European* ..... DR. THOMAS

3 hours a week for 36 weeks. Semester credit, 6 hours.

These courses trace the development of European man as a social being from the time of the early Mediterranean civilizations to the present day. Much attention is given to a discussion of the political, social and economic developments during the twentieth century.

*History 201-202, American* ..... DR. THOMAS

3 hours a week for 36 weeks. Semester credit, 6 hours.

These courses offer a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

*History 401, American Diplomacy* ..... DR. THOMAS

3 hours a week for 18 weeks. Semester credit, 3 hours.

An historical study of the diplomatic negotiations and foreign relations of the United States from 1776 to today.

Open to upperclassmen only.

*History 402, International Relations* ..... DR. THOMAS

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

The course uses United States international relations as its core, stressing recent events. It discusses United States foreign policy with particular attention to world events of the twentieth century. It is assumed that the student possesses a fair knowledge of the political and social history of the United States and of Europe. A carefully documented research paper is an integral part of the class work.

*History and Geography 304, Maryland* ..... MR. MARTIN

2-3 hours a week for 18 weeks. Semester credit, 2-3 hours.

This course is planned to acquaint the Maryland teacher with the historic background and geographic characteristics of his own State. Appropriate texts in both the history and the geography of the state will be made available in the library. Much individual research is done in the fields of local history and regional geography and industry.

*Sociology 102, American Life* ..... MR. FLEMING

3 hours a week for 18 weeks. Semester credit, 3 hours.

A general analysis of the social structure, the large and small urban and the rural communities; the composition and distribution of population; and the social institutions and organizations.

# Organizations

## STUDENT GOVERNMENT

The purpose of the Student Government Association is to give the students a definite responsibility in governing themselves. This responsibility is ascribed to by each student. The Association is composed of all students. The officers are elected from and by the student body. The Executive Council is comprised of those officers, presidents of the respective organizations, and two faculty representatives, elected annually by the faculty.

## THE ALUMNI ASSOCIATION

The Alumni Association, the object of which is the advancement of the interests of State Teachers College at Salisbury, was organized in June 1926, with the graduation of the first class of thirty girls.

The aim of this Association is to keep alive among members the professional ideas and the friendly contacts developed during their college years.

The Activities of the Alumni Association originate from two different sources: those growing out of the actual needs of the association as it continues to grow; and those developing from the various class anniversaries.

Some examples of the activities which have been carried on are: contributions to the Edna M. Marshall Memorial Fund, organization of county chapters of the Alumni, and two general alumni meetings each school year, one in June and the other in October. Each June graduates are inducted into the ranks of the alumni by an impressive ceremony at sunset on the front steps on the day before commencement. The October meeting is devoted largely to the business of the association; and perhaps the most enjoyable feature of both meetings is the Alumni Dinner where old friends greet each other and new friendships are formed.

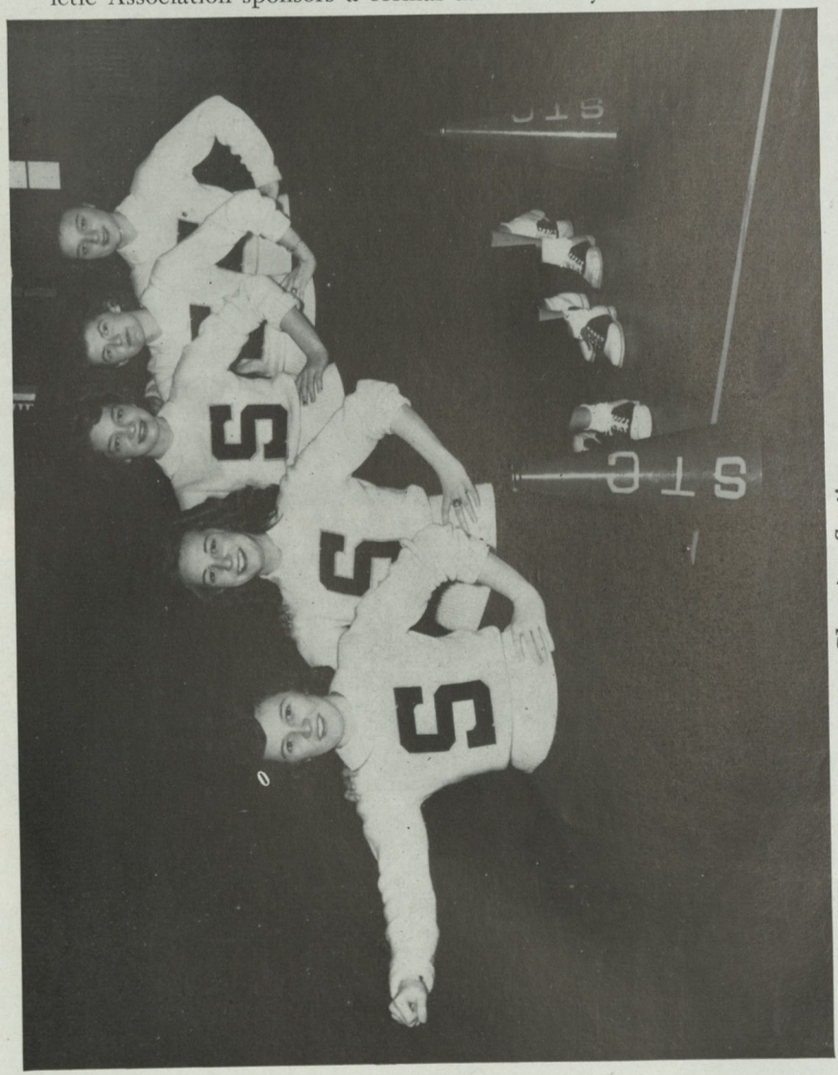
As they go about their classroom duties, they are often, reminded of happy events and pleasant hours spent during student days. Homecoming in the fall and Alumni Day in May become an eagerly anticipated occasion to those who remain ever loyal to their Alma Mater and the classes of which they were a part.

*Executive Board*

*Court of Appeals*

## THE ATHLETIC ASSOCIATION

The Athletic Association consists of two branches, a men's association and a women's association. Each group has its own officers. The women's athletics in the school include field ball, hockey, and basketball. The girls also take part in the Athletic Exhibition, which is the major event. The men's athletics include four major sports: soccer, basketball, baseball and track, and, in addition, tennis, softball, gym work, boxing, and wrestling. Each year intramural games are played in each of the four major sports. The Athletic Association sponsors a formal dance each year.



*Cheering Section*

*Men's Basketball*

*Valentine Dance*



## THE BAGLEAN-CARNEAN

The purpose of the Baglean-Carnean Debating Society is to provide an opportunity for free discussion of current problems. Through intramural and intercollegiate debating, the members are given an opportunity to develop their abilities to think and express themselves. Membership is open to all students. Meetings are held monthly.

## THE COLLEGE CHORUS

The College Chorus has as its purpose the development of those aesthetic principles which surround the artistic expression of the voice, and the development of ability, appreciation, and taste. Qualifications for membership are: interest in music, musical ability, and satisfactory scholastic standing.

## THE CHRISTIAN ASSOCIATION

The Christian Association has charge of the religious activities of the school. Weekly vespers, planned and conducted by the students are held on Sunday evenings at 5:30 o'clock. The purpose of this association is to maintain a Christian and friendly atmosphere among the students.

The Association cooperates with the Student Christian Movement in the Middle Atlantic region.

## THE COLLEGE BAND

To become a member of the band, the student need not be particularly skilled in the use of an instrument. With a few private lessons from the instructor, and upon reaching a suitable degree of proficiency, one may enter the band. The band plays for assembly programs and other school functions; in its repertoire are classic, semi-classic, semi-popular and band selections. College credit to the extent of one point a year is given each member.

*May Day*

*Christmas Candlelight Service*

## THE HOME ASSOCIATION

The Home Association is an organization of girls living in the dormitory. The purpose of this organization is to set up and execute dormitory regulations, in cooperation with the Student Government Association, and to promote an harmonious and desirable atmosphere in dormitory life at the college. The relation of the Social Director to this group is one of friendly counsel and helpful guidance.

## THE WOMEN'S DAY ASSOCIATION

The Women's Day Association is an organization of the commuting women students of the college. The primary aim of this association is to promote wider acquaintance and friendship among the faculty and student body. Special rooms, equipped with lockers for books and materials, racks for coats, day-beds, and lounges are provided such students. Each day student is responsible for keeping the room in good order.

## THE MEN'S ASSOCIATION

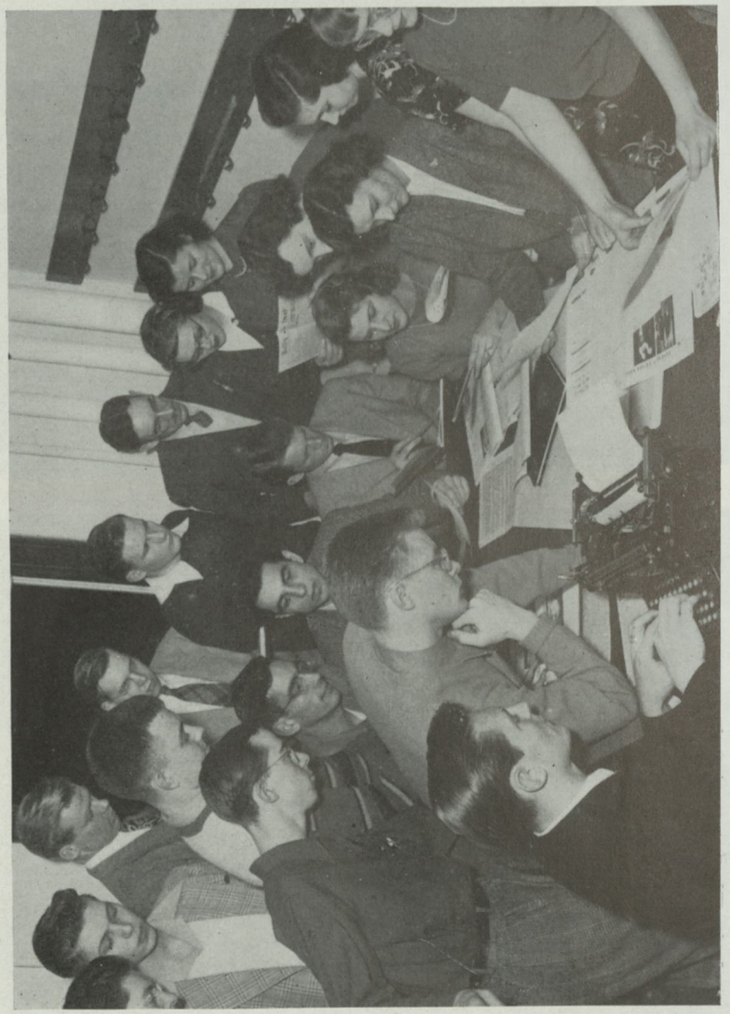
The Men's Association comprises all men of the college, who upon registration automatically become members. Its function is to promote the physical, social, and academic well being of all men and to assist in the solution of any problems arising within the group. A reading room and a play room, each equipped with recreational facilities, have been made available to the group. The Men's Association plays a large part in moulding student morale and in sponsoring policies for the general welfare of the college.

## ASSEMBLY COMMITTEE

A school assembly is held bi-monthly on Tuesdays during the school year under the direction of the Assembly Committee. This Committee consists of a chairman and two student advisors elected by the student body and a faculty advisor elected by the faculty. These assemblies offer an excellent opportunity for uniting the entire student body at the same time, since no classes are scheduled for this period. The function of the committee is to provide entertainment for the relaxation of everyone and to allow students and student-groups to perform.

*Informal Tea*

*Future Teachers of America*



*The Publications Staff*



## FUTURE TEACHERS OF AMERICA

The Future Teachers of America is a local, state, and national organization. It is a branch of the National Education Association and provides members with the opportunity to become acquainted with problems in the local, state, and national educational fields and the opportunity to participate in projects directly related to these problems. These opportunities are invaluable as preparation for leadership in the educational fields.

The local chapter of the Future Teachers of America was organized during the school year of 1945-46, and is known as the Albert S. Cook Chapter. Meetings are held once a month and present trends, teachers' ethics, etc., are planned. Any student enrolled in Teacher Training is eligible for membership.

## THE PUBLICATIONS STAFF

One of the oldest organizations of the college, the Publications Staff has served as the medium through which the activities of the State Teachers College have been recorded, and as a means for voicing student opinon in every phase of collegiate life.

The aim of the staff is to provide a complete coverage of all the latest college news as well as to provide a record of college life for the students and alumni for the years to come. With the counsel of a faculty advisor, the work carried on by the editors, the reporters, a business manager, and the advertising solicitors this aim is accomplished through the publication of the college annual, *The Evergreen*, and the monthly paper, *The Holly Leaf*.

## THE SOPHANES PLAYERS

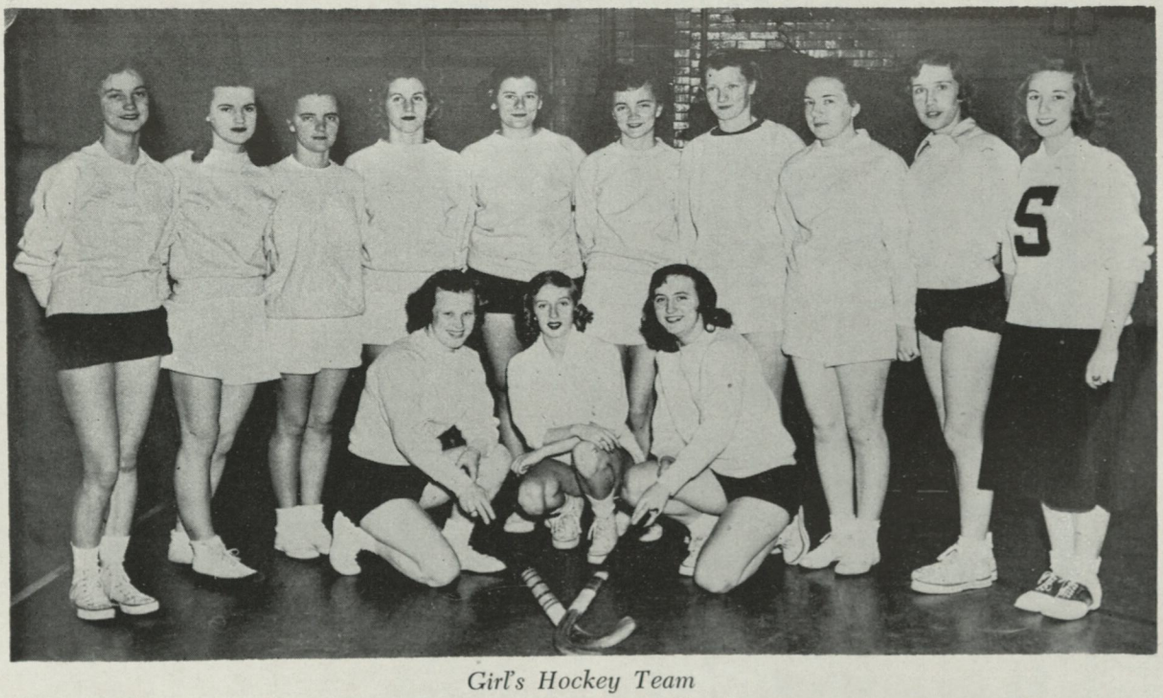
The student dramatic organization of the State Teachers College, the Sophanes Players, produces one major production for the public and several shorter plays or radio scripts each year. Members work as actors, directors, carpenters, electricians, make-up technicians and as workers in the business aspects of production. Any student of the College may become a member.

## THE PHOTOGRAPHY CLUB

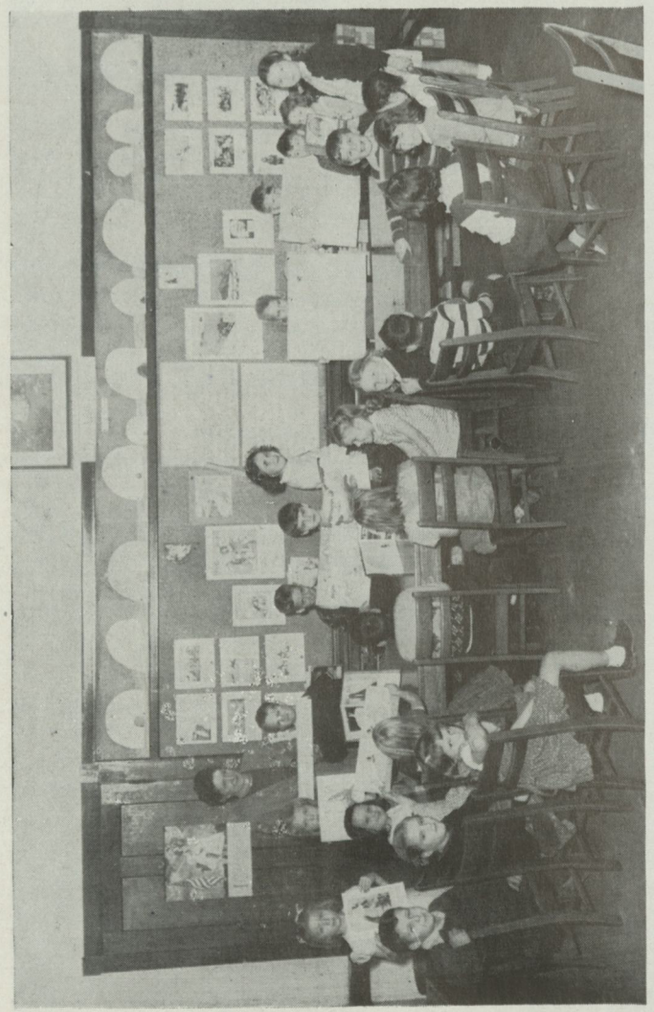
The Photography Club attempts to give its members opportunities for creative expression in the field of photography, to further scientific study in this field, and to cooperate with the Publications Staff in securing photographs of campus life for publication. Membership is open to anyone who is interested in photography.

*The Sophanes Players*






*Girl's Hockey Team*



*The Campus Elementary School*



## THE COSMOPHONIC SOCIETY

The Cosmophonic Society was organized by and for students interested in the world of music. Monthly meetings give an opportunity for the members to hear and participate in programs of all types of music. Another aim of the club is to encourage student participation in college assembly periods and public recitals.

Different phases of music are stressed at the regular meetings, thus giving each member an opportunity to enjoy the type of music that appeals to him.

## THE MEN'S DORMITORY ASSOCIATION

All men who reside in the college dormitory automatically become members of the Association. The purpose of the organization is to promote a suitable atmosphere for study and relaxation. To accomplish this end the group has developed certain rules and regulations which are enforced by the members. The Association operates under the overall supervision of the Student Government and the administration. Its officers normally serve for a period of one year. The president is elected the previous May but the other officers are elected in the fall when new members are present and therefore able to vote and hold office.

## SOCIAL COMMITTEE

The Social Committee is composed of one representative elected from each class and a General Chairman elected by the Student Government. The Committee schedules social functions, arranges with organizations to sponsor dances, teas and parties, acts as sponsors for entertainment and programs, and allocates the funds for the total social program of the college.

*River View*



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